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ABSTRACT

This curriculum guide presents a course of study in child development for the secondary level. The course is a combination of regularly scheduled class sessions and a playschool laboratory in which students can explore the physical, intellectual, social, and emotional development of the preschool child. In addition, the course is designed to prepare students for entry-level positions in the field of child care. Unit I of the four-unit course presents the organization and observation of the playschool laboratory in a suggested five-week time span. Unit II on socialization and parenting is designed as a twelve-week unit. Unit III, also planned to last twelve weeks, covers the management elements of the parenting role. Unit IV, a seven-week study, deals with special topics in child development, including exceptional children. Each unit contains a list of broad goals, instructional objectives, activities, resources, and suggested evaluation techniques. A grouping and activity pattern chart for the lab and classroom activities is included along with a compiled list of resources. (BM)

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CHILD DEVELOPMENT

Objectives, Activities and Resources, Evaluation

Home Economics

Northern Valley Regional High School District

Bergen County, New Jersey

1977

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PREFACE

The Child Development course was initiated in the Northern Valley Regional High School District in 1974 with the assistance of a State Education Department grant obtained through the Office of Curriculum and Instruction.

The course was first offered in the Demarest building in 1974 and in the Old Tappan building in 1976. The number of class sections in the district has grown from one in 1974 to four in 1976. Student enrollment has grown from twelve students in 1974 to forty-four in 1976. A total of eighty-three students have completed the course during these three years. The State Education Department has provided continuing partial financial support for this program over the past three years. The total amount of this support to date is $17,713.

This curriculum guide pulls together the original course outline and the ideas and materials which have been incorporated in the program over the past three years.

This guide was developed by three teachers from the Home Economics Department who teach the Child Development course:

Mrs. Elaine Crane.....Demarest
Miss Dorothy Kennally....Old Tappan
Miss Irene Regan.....Demarest

The project was supervised by the Home Economics Department Chairpersons:

Mrs. Doris Heise.....Demarest
Miss Alice Strickler.....Old Tappan

Chief consultant to the project was Dr. Lois Nichols, Professor of Early Childhood Education, State University College at New Paltz, New York.

Mrs. Diane Rossouw, Head Teacher for the regional PIE Project (Preschool Instruction for the Exceptional) also served as consultant to the project.

The Director of Curriculum and Instruction made arrangements for consultant and clerical services, reviewed work as completed, and offered suggestions relating to the curriculum and the format of the guide.

This project was supported by funds from the Northern Valley Regional High School District and the State Education Department.

Edward A. Ciccoricco
Director of Curriculum
and Instruction

INTRODUCTION

The Child Development course is offered so that high school students might observe, work with, learn about and learn to enjoy children. Strengthening family life is a requisite skill for tomorrow's parents; thus educating today's students in the task of raising children and understanding the human developmental process is of primary concern. The Child Development course provides a combination of regularly scheduled class sessions and a playschool laboratory in which the student can explore the physical, intellectual, social and emotional development of the preschool child.

In addition, the experience of planning for, observing and leading activities in the on-campus playschool helps prepare the high school student for entry level positions in the field of child care. Finally, the student gains a better understanding of self, family, friends and community by studying developmental processes and the art of human communication.

Since growth processes are continuous for high school student, preschooler, teacher and parent, the objectives listed in the following curriculum are not necessarily accomplished at the end of each learning experience but continue on throughout the course and hopefully after the performance in the laboratory, participation in discussions, and observed student growth. This growth is evidenced in student performance in the laboratory and formal testing.

UNIT I: ORGANIZATION AND OBSERVATION OF PLAYSCHOOL LABORATORY

Time: Five weeks

Goals:
1. To understand the role of the playschool experience in the development of the child.
2. To recognize the influence of a student on and the responsibility for a preschool child in the playschool environment.
3. To recognize the value of observing preschool children and then interpreting this data in order to improve the environment of the child.

Objectives	Activities and Resources	Evaluation
To set up and assist in a preschool laboratory, the student will be able to: 1. Identify the role of the students and pre-schoolers in the playschool.	1. a. Students brainstorm on the role of the students and preschoolers in the preschool. b. Students read chapters 1 & 4 in The Nursery School Human Relationships and Learning. c. Students and teachers meet with parents of pre-schoolers and discuss expectations. d. Students write a summary on their role in the pre-school.	1. Teacher evaluates student discussions and paper.

UNIT I: ORGANIZATION AND OBSERVATION OF PLAYSCHOOL LABORATORY (CONTINUED)

Objectives	Activities and Resources	Evaluation
2. Design and arrange the physical plan of a playschool in order to provide a stimulating learning environment (social, cognitive, physical/motor).	2. a. Students hear lectures on the role of various pieces of children's play equipment including dramatic play, library and science, climbing apparatus, creative play area including art and blocks and outdoor area on the development of the child. b. Students read The Nursery School: Human Relationships and Learning, Chapter 5. c. Students brainstorm possible floor plans for playschool and evaluate their ideas. d. Students draw an original floorplan.	2. a. Evaluation of students' knowledge of play equipment for children, through written or oral test including safety, motor development, applicability to age, creativity, language development and curiosity. b. Evaluation of student floorplan for workability, safety, accessibility, for preschoolers, inclusion of all areas necessary for a good playschool.
3. Plan and implement plans for playschool activities using various curriculum areas (science, art, dramatic play, active play, reading, puzzles, music, etc.)	3. a. Students view videotape of former playschool session and discuss and evaluate the various activities. b. Students plan playschool sessions utilizing resource books in different curriculum areas.	3. a. Teacher and students evaluate student discussion of playschool session. b. Teacher and students evaluate growth in plans through the year by discussion and written observation.

UNIT I: ORGANIZATION AND OBSERVATION OF PLAYSCHOOL LABORATORY (CONTINUED)

Objectives	Activities and Resources	Evaluation
	c. Each student will be required to plan for, read and evaluate each of the following in the course of the year: a) science project b) craft c) food project d) finger play e) story Note: The effectiveness and workability of the students' plan in the actual playschool are continuous and go throughout the year. (b + c).	c. Test-- written or oral.
4. Explain or list needs for routines and pacing in terms of playschool operation and establish the need for routine and proper timing.	4. Students hear lectures on topics such as: Attention and interest span of preschool children and planning activities to meet these needs.	4. On a test, students explain the need for routine and timing in planning a playschool session.
5. Demonstrate a knowledge of playschool routine and timing in their activity planning.	5. Students plan and write a schedule every three weeks for the year.	5. Teacher and students evaluate plans and their effectiveness.

UNIT I: ORGANIZATION AND OBSERVATION OF PLAYSCHOOL LABORATORY (CONTINUED)

Objectives	Activities and Resources	Evaluation
6. Observe and record raw data from the playschool sessions.	6. a. Students read Getting Involved section on observation and journal keeping. b. Students read mimeographed list of rules and procedures on observation. c. Students observe playschool sessions. d. Students perform observation throughout the school year and then discuss observations for technique.	6. Self and teacher evaluation of student discussion and written observations.
7. Use the technique of observation to increase their understanding of children and how to relate to them.	7. Students observe and discuss their observations of the playschool in the following areas: 1) Behavior of the child. 2) Relationships of children with each other, parents, students. 3) Students photograph children at different stages during the year and make recordings of preschool sessions.	7. Unit test on playschool laboratory procedures and observations.
8. Respond to the cues of the playschool children in terms of needs, attention, etc.	8. By working with preschoolers, students learn to respond to needs of children.	8. Teacher observes students' responses to cues of children.

UNIT I: ORGANIZATION AND OBSERVATION OF PLAYSCHOOL LABORATORY (CONTINUED)

Objectives	Activities and Resources	Evaluation
9. Identify behavioral manifestations as child's way of explaining feelings.	9. By observation, students recognize child's socialization skills, agression, trust, or lack of it, and sense of security.	9. Teacher discusses with students the child's manifestations of behaviors to achieve purposes (need within the affective realm).

UNIT II: SOCIALIZATION AND PARENTING

Time: 12 weeks

Goal: Student will gain an awareness of the role of parenting in developing a socialized child.

Objectives	Activities and Resources	Evaluation
To develop understanding and knowledge of the role of parenting in raising a socialized child, the student will be able to: 1. Write an outline indicating the major developmental milestones for children from birth through six years (including physical, social, emotional, and cognitive development.)	1. a. As an introduction to development of the child, students read Looking at Development pg. 1 & 2 and do exercise on pg. 3. b. Students read handout, "Development Is" pg. 6, and Making Connections, pg. 7-18. c. Students view film "The New-Born"--Johnson and Johnson. d. Using poster "Directions in Development, students discuss nine levels of development and observe and report on playschool children in relation to these levels. Reference: Looking at Development, pg. 12 & 13.	1. a. Teacher evaluates outline. b. Written test.

UNIT II: SOCIALIZATION AND PARENTING (CONTINUED)

Objective	Activities and Resources	Evaluation
	e. Students read specific chapters on motor development, language development, physical and social and emotional development from various reference books in Child Development resource center. f. Students view and discuss filmstrips from "Human Development Series", part I. g. Students view Parent's Magazine filmstrips on social, emotional, physical, and cognitive development and report to the class.	
2. Describe the effects of heredity and environment on all of the above.	2. a. Students hear guest science teacher or school nurse lecture on heredity. b. Students listen to lecture on environment as it effects heredity. c. Students view and discuss transparencies of various environmental factors affecting growth. d. Students draw a word picture and discuss these in relation to their own growth.	2. Teacher evaluates discussions and determines accuracy of student descriptions of the effects of heredity and environment on the growth of the child.

UNIT II: SOCIALIZATION AND PARENTING (CONTINUED)

Objectives	Activities and Resources	Evaluation
3. Explain the role of the parent in altering the physical environment to suit the needs of the child.	3. a. Students view filmstrip "Inside My Mom" (March of Dimes) dealing with prenatal nutrition. b. Students read chapters in various reference books on nutrition and eating habits of the infant, toddler and preschooler. c. Students compile a collection of nutritious snack ideas for use in the playschool. d. Students view filmstrip, "Food Needs for Children" and do study guide questions. e. Students read handout: "Heredity, Hunger, the Hidden Bonds". f. Students view filmstrip, "Clothing Needs of Children". g. Students hear manager of children's clothing store discuss wise buying. h. Students evaluate actual pieces of children's clothing according to facts learned in filmstrip.	3. a. Teacher evaluates student reading and discussion. b. Teacher evaluates filmstrip study guides. c. Teacher evaluates student contributions to snack file. d. Teacher evaluates students' ability to explain the role of the parent in altering the child's physical environment favorably by written or oral test.

UNIT II: SOCIALIZATION AND PARENTING (CONTINUED)

Objectives	Activities and Resources	Evaluation
	i. Students read "Under Stress" - Keeping Children Safe, pg. 14-20. j. Students view film "Child Safety is not Accident." k. Students view filmstrip set: "Economics of Parenthood."	

UNIT III: PARENTING--MANAGEMENT

Time: 12 weeks

Goals: 1. Students will gain knowledge of the interpersonal relationships in a family and their effect on parenting.
2. Students will become aware of the importance of wise decision making and its relationship to special issues in parenting.

Objectives	Activities and Resources	Evaluation
To gain knowledge of family interaction and decision making skills in parenting, the student will be able to:		
1. Describe various lifestyles in our society.	1. a. Students listen to guest speakers discuss alternate lifestyles. b. Students read articles on various lifestyles from resource file. c. Students discuss guest speaker's opinions and/or articles. d. Students list these lifestyles and give advantages and disadvantages of each.	1. Teacher evaluates student list of lifestyles and advantages and disadvantages.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
2. Demonstrate sensitivity to the effects of different ways people relate to each other. (Example: Ways parents provide emotional support to children as they leave them at playschool and how this affects child's behavior.)	2. a. Students view filmstrip, "Becoming a Family". b. Students research family relationships by viewing Parents Magazine filmstrip set "Children" and "The Growing Parent." Discuss these in class. c. Students listen to panel discussions including husband and wife teams on the subject of husband-wife relationships before and after children. d. Students read "Tips and Topics", Vol. XV, No. 3, Feb. 1975 on Marriage Contracts. e. Students work on exercises from Gordon, P.E.T.--Listening for Feelings, Recognizing ineffective messages. f. Students read from P.E.T., Gordon, pg. 321, "A Catalogue of Typical Ways Parents Respond to Children." g. Students write a brief history of their family.	2. Teacher continuously evaluates students' sensitivity with the pre-school children in the playschool, with each other, and with the parents of the preschool children.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
3. Communicate and respond to the needs of the preschool child in the laboratory.	3. Students gain this skill by working with pre-schoolers and evaluating their work.	3. Teacher observes student communicating and responding to preschoolers.
4. Evaluate their potential as future care-takers of children.	4. a. Students fill out questionnaire: "Am I Parent Material?" b. Students write a description of their future family. c. Students contrast their description of their future family with their family history. (2 g). d. Students observe each other in the playschool and discuss each other's sensitivity towards the children as well as individual personalities. e. Students in small groups help each other problem solve the discrepancies in the learning experiences above and: 1. List personal and environmental limitations.	4. In order to determine depth of students self-evaluation, teacher reads goals in light of all learning experience. Teacher evaluates growth of student towards these goals on a continuing basis.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
	2. Keeping limitations in mind, list goals, for improvement. 3. In light of the goals, list specific ways of accomplishing these goals.	
4. Describe the role of the parent in altering the child's social and emotional environment.	4. a. Students see video-tape of parents' initial meeting with playschool teachers and children's arrival to first playschool session and discuss observed aspects of mother-child/father-child relationships. b. Students hear lecture on current ideas on the development of trust--mothering vs. smothering. c. Students do a written assignment contrasting the method of "mothering" and/or "fathering" they received and the method they would like to use themselves with their children.	4. a. Teacher evaluates students' discussion of video-tape. b. Teacher evaluates student assimilation of knowledge from learning experience (b) as demonstrated in written assignment (c).

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
	d. Students read and summarize from various reference books on topics such as: effect of brothers and sisters on the child's sibling rivalry, ordinal position, telling children about the arrival of a new baby, etc. e. Students do continuing observations on parent-child relationships as they deliver and pick up children, i.e. the effort the parent makes to help the child adjust to a new situation. f. To become aware of current philosophies in the parent altering the emotional environment of the child and communication, students hear guest speakers explain Parent Effectiveness Training, Transactional Analysis (I'm OK, You're OK), Between Parent and Child (Ginot).	c. Teacher evaluates students' summarization of readings. d. Teacher evaluates students' observations. e. Teacher and students evaluate discussions and reports.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
	g. Students observe child interaction in the play-school (social setting) and discuss how parents may have encouraged or discouraged their child's behavior. h. Students report on the effects of alcoholism, child abuse, drug abuse, divorce, homosexuality, etc. on the child's environment. i. Students view filmstrip, "Anxieties of Children." (McGraw Hill). j. Students read "Under Stress" pg. 1-3. Listen to corresponding record. k. Students listen to guest speaker from Family Counseling Service.	
5. Explain the effect of management (discipline and punishment) on the child's growth and punishment.	5. a. Students hear lecture on the difference between discipline and punishment.	5. a. Teacher evaluates small group discussions.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
	b. Students read "What About Discipline". (Exploring Childhood). c. Students meet in small groups to discuss questions. d. Students view filmstrip "Disciplining and Punishment." (McGraw Hill) e. Students listen to lecture on types of punishment, i.e. physical, isolation, deprivation, etc. f. Using discipline problems occurring in the playschool or hypothetical (role playing) examples, students evaluate why a child misbehaves (discipline at home, stress, age, etc.) and how effectively the situation was handled.	b. Evaluation of study guides for filmstrips. c. Teacher evaluates capability of students to analyze and deal with discipline problems. d. Unit test.
6. Develop a sense of control as demonstrated in the management of preschool children in the laboratory.	6. Students manage and guide preschool children in the playschool laboratory.	6. Teacher observes students' management of preschool children.

UNIT III: PARENTING--MANAGEMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
7. Develop a rapport with pre-school children as demonstrated by relationships with children in the playschool laboratory.	7. Students who are teaching and observing record incidents of good and poor rapport and discuss these incidents.	7. Teacher observes students' interaction with pre-schoolers in the laboratory.

UNIT IV: SPECIAL TOPICS IN CHILD DEVELOPMENT

Time: 7 weeks

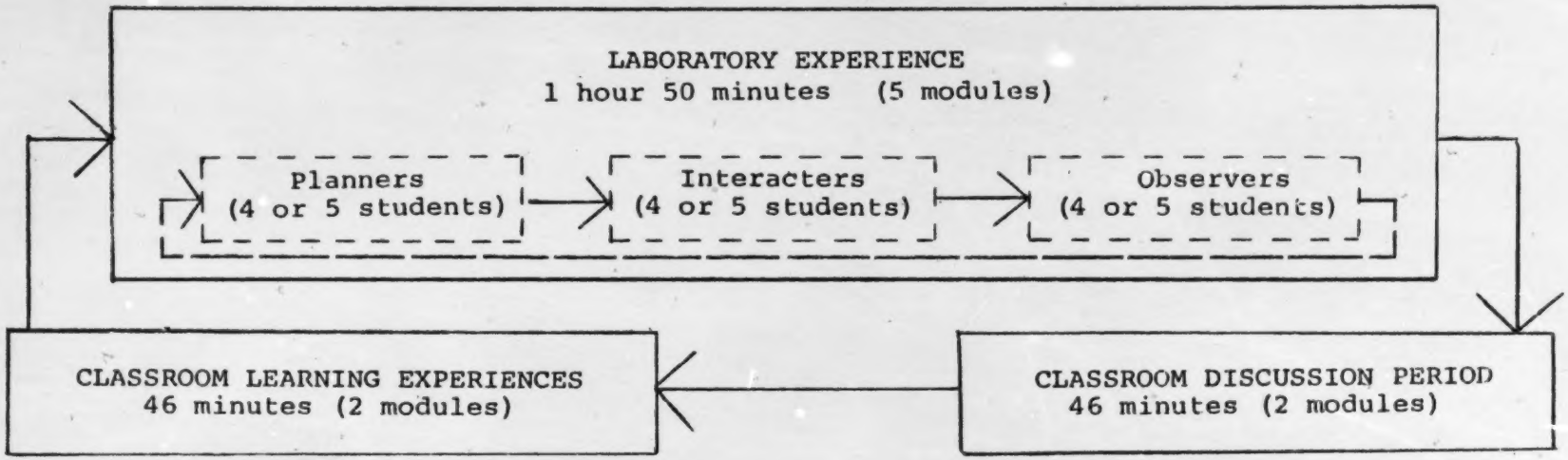
Goal: Students will be aware of problems of parents of exceptional children and how to deal with them.

Objectives	Activities and Resources	Evaluation
In order to be able to deal with future problems of parenthood and know where to receive help for children with special needs, the student will be able to: 1. Explain causes, effects, and/or treatment of the following: Handicapped child Gifted child Retarded child Autistic or emotionally disturbed child Disadvantaged child Chronic childhood diseases Hyperactive child Crib death Orphans and foster children	1. a. Students research and give individual and group reports on topics listed. b. Students hear guest lecturers from various agencies on these topics. c. Students view assigned television programs at home or view video-tapes on special topics. d. Students read books and novels relating to topics, i.e. Dibs in Search of Self, Ordinary People, I Never Promised You a Rose Garden. e. Students interview parents, relatives, friends, etc. who may have experienced these problems and relate their findings to class.	1. a. Teacher evaluates written and oral reports. b. Teacher evaluates extra readings.

UNIT IV: SPECIAL TOPICS IN CHILD DEVELOPMENT (CONTINUED)

Objectives	Activities and Resources	Evaluation
	f. Students visit and work with children in P.I.E. Program (Preschool Instruction for the Exceptional) and primary level multiple-handicapped class. g. Students view filmstrip "Children with Special Needs Go to School."	
2. List available agencies that offer help for children with special needs.	2. a. Using reference books, telephone book, etc., students compile a list of state and county agencies available to help with these problems. b. Students compile a bibliography on these topics.	2. Teacher evaluates students' contributions list of agencies and bibliography.
3. Explain the qualifications, responsibilities, and availability of jobs and careers in the field of child development.	3. a. Students read and do specified exercises from "Exploring Careers in Child Care." b. Students hear lecture on child care careers.	3. Written or oral test.

CHILD DEVELOPMENT COURSE: GROUPING AND ACTIVITY PATTERN



1. CLASSROOM LEARNING EXPERIENCES: Class time devoted to lectures, films, filmstrips, records, reading, role playing, brainstorming, guest speakers, reports, etc. concerning various topics in child development.

2. LABORATORY EXPERIENCE: Students interact with children, plan together for interacting with children, or observe preschool children interacting with other students; application of classroom learnings.

3. CLASSROOM DISCUSSION: Evaluation of laboratory experiences and expression of relationships observed or personal insights gained.

NOTE: The above grouping and activity pattern was utilized by Mrs. Irene Regan, Home Economics Teacher, when the Child Development course was initiated at N.V.R.H.S., Demarest in 1974. This arrangement has worked well and continues to be the basic format for the course in the District.

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- Preparing the Child for Learning
- The Child's Relationship with the Family
- The Child's Point of View

The Understanding Parenthood Series, Parents Magazine Enterprises:
- The Economics of Parenthood
- The Growing Parent
- Children
- Family Relationships

POSTER SETS:

Child Abuse, J. Weston Walch.

Rearing A Child, J. Weston Walch.

SLIDES AND TAPE CASSETTE:

Human Embryology, J. Weston Walch.

TRANSPARENCIES FOR OVERHEAD:

Child Growth and Development, Lansford.

EXPLORING CHILDHOOD MATERIALS:
(Educational Development Center, Cambridge, Massachusetts)

Getting Involved	Booklet
Doing Things	Booklet
Working with Children (TG)	Booklet
What About Discipline?	Booklet
What Is A Child?	Poster
Helping Skills	Record
No Two Alike: Helping Children with Special Needs	Booklet
No Two Alike (TG)	Booklet
Children with Special Needs Go To School	Filmstrip/Record
Looking at Development	Booklet
Looking at Development (TG)	Booklet
Directions in Development	Poster
Children's Art	Booklet
Children's Art (TG)	Booklet
Drawing Sort	Poster
Child's Eye View	Booklet
Child's Eye View (TG)	Booklet
Making Connections	Booklet
Making Connections (TG)	Booklet
The Inquirer	Tabloid
We Are a Family	Poster
Family and Society, Part One (TG)	Booklet
Commentaries on Family and Society Films	Record
Under Stress: Keeping Children Safe	Booklet
A Case Study of Family Stress	Record
Organizing the Program	Booklet
Fieldsite Teacher's Manual	Booklet
Seminars for Parents	Booklet
Classroom Experiences (Module 1)	Record
Classroom Experiences (Module 2)	Record
Classroom Experiences (Module 3)	Record
Teaching and Evaluation Strategies	Booklet